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ABSTRACT

In order to analyze the environment of Central YMCA Community College (CYCC), information was requested on the Student Information Form, 1975, which dealt with three large areas: social issues, personal behavior, and future behavior in the noncollege world. This report compares the responses of three student samples--CYCC first-time entering freshmen, CYCC transfers-in, and a national sample. In the area of social issues, the national sample expressed the broadest and most altruistic views, the transfer-in sample expressed somewhat less broad and altruistic views, and the CYCC freshman sample bore only a limited resemblance to the other samples--they were disinterested in issues which did not immediately effect them. In the area of personal behavior, none of the groups displayed much vitality or nonconformity--the national sample was anxious about college and how to behave there, the transfers-in seemed repressed, and the CYCC freshmen were shown to be a narrow, goal-directed uninvolved group. In the area of future behavior, all groups displayed limited altruism, relatively strong materialism, and some faith in the future of humanity--none of the groups expected to achieve in a performing art, write original works, create artistic works, influence political structure, or make theoretical contributions to science. The data are tabulated, and the survey instrument is appended. (DC)

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THE COLLEGE ENVIRONMENT: CONTRASTS BETWEEN CYCC FRESHMEN and TRANSFERS and a NATIONWIDE FRESHMAN SAMPLE, FALL, 1975

Overview

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July 1976

JC 760 413

The College Environment: Contrasts Between CYCC Freshmen and Transfers and a Nationwide Freshman Sample, Fall, 1975

* *

OVERVIEW

An attempt was made to take the temperature of the college environment in the Fall, 1975 semester. Information was requested on the Student Information Form, 1975 which dealt with three large areas: social issues, personal behavior, and view of future behavior in the larger world outside of college.

For each of these major topics the top choices of three student samples: CYCC first-time entering Freshmen, Transfers-in, and a National sample, were ranked. The ranking numbers and the per cents of students are listed. The five lowest choices are listed for contrast: choice a is the bottom choice, choice e is the fifth choice from the bottom.

Comparisons are given involving both similarities and differences among the three groups. An attempt is made to interpret some of the choices in the light of current American conditions.

Three tables, and a chart, are included, as well as a keyed copy of the Student Information Form, 1975.

Social Issues

The material discussed in this section is augmented by Table 1. The stimulus to which the samples responded is item 33 in the Student Information Form, 1975 (See Appendix A).

CYCC's entering first-time Freshman sample "agreed strongly" or "agreed somewhat" that (in decending order):

1. The federal government should help college students with more grants instead of loans.

2. Women should receive the same salary and opportunities for advancement as men in comparable positions.

3. State and federal governments should provide more money for private colleges and univversities.

4. Wealthy people should pay a larger share of taxes than they do now.

5. Even if it employs open admissions, a college should use the same performance standards in awarding degrees to all students.

It is interesting to note that four of the five top options related to monetary matters. Neither the National sample responses nor those of CYCC's Transfers-in are so heavily weighted in this direction. As can be seen (by consulting Table 1), the National sample ranks job equality, control of pollution, and governmental discouragement of energy consumption among its non-monetary top five choices. The Transfers-in include job equality, consumer protection, and control of pollution among top priorities.

An examination of the choices given the lowest five priorities ranks may also be revealing. (The lowest choice is ranked as a, while the fifth from the bottom is e.) The topics covered in the lowest five choices for the CYCC Freshmen (in ascending order) are:

a. College grades should be abolished.

b. College officials have the right to ban persons with extreme views from speaking on campus.

c. College officials have the right to regulate student behavior off campus.

d. Colleges would be improved if organized sports were de-emphasized.

e. Parents should be discouraged from having large families.

These students seem relatively disinterested in regulatory issues which they feel will not affect them. It apparently is all right, according to the CYCC 1975 entering Freshmen, to regulate the behavior of others, to endow officials with power (whether in violation of the United States Constitution or not) and to make unconsidered but binding decisions.

Contrasting the the high and low priority items, the key appears to be "who will benefit" from the regulatory activity being condoned or disapproved? If the Freshman group feels it will benefit, it approves the statement. In summary, the choices reflect, at the very least, immaturity, and lack of sophistication. Were matters otherwise, however, one would wonder whether the incoming Freshmen should be students or teachers. They answer the items by and large the way one would expect them to.

The National sample's high priority items have already been mentioned. Their low priority items have to do with off campus regulation of students, banning of speakers from campus, abolition of grades, equality of payment regardless of ability or quality of performance, and de-emphasizing of organized sports on campus. The substantive differences between the CYCC Freshmen and the National samples concern the former's greater willingness to influence family life-styles and the latter's willingness to grant equal rewards to all for efforts rather than for performance.

The Transfers-in list as low priority items: off campus regulation of students, banning of speakers, abolition of grades, discouraging of large families, and de-emphasizing of organized sports on campus. Their choices, thus, more closely resemble those of the National sample than those of the CYCC Freshmen. These groups appear to agree on low priority items. Examination of Table 1. indicates that rank orders are almost identical for the low priority items, but that percentages differ considerably among the two groups; the higher percentage in each instance is that of the Transfer-in. With regard to social issues, then, it appears

Table 1

Student's Strong or Moderate Agreement on College Issues
Student Information Form, 1975

Category	Group					
	CYCC		National		Transfer	
	rank	%	rank	%	rank	%
gov't not controlling pollution	9	68.9	2	81.1	5	79.8
gov't not protecting consumer	8	69.5	7	73.3	4	81.0
gov't should help private college	3	84.7	10	65.4	3	88.0
need more grants, fewer loans	1	91.5	3	80.7	1	92.0
too many rights for criminals						
not obey laws against own views						
people should be paid equally			d	26.4		
women's activities best in home						
live together before marriage						
discourage large families	e	37.1			d	35.5
sex o.k. if like each other						
women should get job equality	2	91.1	1	92.2	2	89.8
wealthy should pay more taxes	4	74.6	5	76.0	9	74.5
marijuana should be legalized						

Table 1 (continued)

Student's Strong or Moderate Agreement on College Issues
Student Information Form, 1975

Category	Group					
	CYCC		National		Transfer	
	rank	%	rank	%	rank	%
young more idealistic than old	6	73.0	9	71.5	6	76.9
young understand more about sex	7	70.2				
college regulate students off campus	c	32.8	a	14.2	a	25.0
students help evaluate faculty			8	72.6		
abolish college grades	a	19.1	c	24.8	c	32.2
de-emphasize organized sports	d	34.5	e	27.3	e	36.4
regulate student publications						
college has right to ban speaker	b	29.8	b	24.3	b	29.9
preferential treatment for disadvantaged						
adopt open admissions at public colleges	10	66.1			10	70.5
use same degree standard for all	5	74.5	6	75.9	8	74.7
federal government discourage energy use			3	80.7	7	75.9
students' right to ban speakers						

1. The National sample expresses the broadest and most altruistic views.

2. The Transfer-in sample most closely resembles the National sample on low priority items, and to a lesser degree resembles the national sample on high priority items.

3. The CYCC entering Freshmen bear only limited resemblance to the other samples. The exceptions are identical rankings by CYCC Freshmen and Transfer-in students of high priority items: need for financial assistance, job equality for women, and governmental assistance to private colleges. Low priority items, except for banning extremist speakers from the campus, differ in rank or magnitude, or both. All three groups located banning extremist speakers from campus in the next to the lowest low priority slot.

4. All groups agreed that job equality for women was a very high priority item.

Personal Behavior

The material discussed in this section is augmented by Table 2. The stimulus to which the samples respond is item 36 in the Student Information Form, 1975 (See Appendix A).

Students gave estimates of high probability events. For example more than half of CYCC's Transfer-in sample felt that chances were good that they would get a bachelor's degree.

The five highest and five lowest probability personal behavior items were tabulated for each sample. CYCC's entering Freshmen ranked their high probability items as follows: find a job in the preferred field, be satisfied with college, make at least a B average, get a bachelor's degree, and outside work during college. Their low probability items concerned: living in a commune, being elected to student office, dropping out permanently, changing career choice, and joining a social fraternity or sorority. Taken together, the projected behaviors of CYCC's entering Freshmen describe a goal directed, uninvolved group at CYCC with a definite purpose in mind. They seem like a dull, middle-aged group, hardly related to the popular stereotype of the college student. However, some of this may be due to the (fun-lacking) options presented in the Student Information Form, 1975.

The National sample ranked getting a bachelor's degree, finding a job in the preferred field, being satisfied with college, making at least a B average, and outside working as high. A significant difference in ranks exists between the CYCC Freshmen and the National sample regarding first choice: the former emphasize the utility of training for obtaining desired employment, the latter emphasize obtaining a college degree (credential). Low probability behaviors for the National sample are: drop out permanently, live in a commune during college, drop out temporarily, be elected to student office, and fail one or more courses. The National sample thus emerges as more anxious about college and how to behave there than does the CYCC entering Freshman group which we saw as more pragmatic in outlook and less involved.

Again the Transfers-in appear to resemble the National sample more than the CYCC Freshmen. Their high probability choices are: find a job in a preferred field, get a bachelor's degree, make at least a B average, outside work, and be satisfied with college. Only the last choice differs markedly from the National sample's in rank and magnitude. The Transfer-in low probability behaviors describe a unique pattern: fail one or more courses, live in a co-ed dorm, drop out temporarily/ drop out permanently, and be elected to student office. The two similarities with the National sample have to do with dropping out temporarily and being elected to student office. Dropping out permanently is also an entering Freshman concern, although a low probability one. The Transfers-in seem to be "accentuating the positive" and perhaps will succeed in "eliminating the negative"--or they may be sophisticated respondents. They tend to give responses having higher magnitudes than those of the other groups. In short, there is some evidence that the Transfers-in are successful repressors. A test of this hypothesis is beyond the scope of this survey, however.

None of the groups rates the probability of: marrying while in college or within the year after college, changing major field, graduating with honors, being elected to an honor society, needing tutoring, transferring to another college, or needing extra time to complete the degree--as either a high or low probability behavior. The contents of these lukewarm items lead one to wonder about the affective life of 1975's American College students. Whatever descriptor one might favor, it could not imply optimal adjustment.

Table 2

Students Estimate Chances are Very Good That They Will.....

Student Information Form, 1975

Category	Group					
	CYCC		National		Transfer	
	rank	%	rank	%	rank	%
change major field						
change career choice	d	5.6				
fail one or more courses			e	2.1	a	2.4
graduate with honors						
be elected to student office	b	3.8	d	2.0	d	5.9
join a social frat/sor.	e	5.7				
live in a coed dorm					b	3.5
live in a commune while in college	a	1.9	b	1.6		
be elected to an honor society						
make at least a B average	3	39.6	4	38.6	3	43.5
need extra time to complete degree						
need tutoring in some courses						
work at outside job	5	35.6	5	31.0	4	41.7

Table 2 (continued)

Students Estimate Chances are Very Good That They Will.....

Student Information Form, 1975

Category	Group CYCC rank	CYCC %	National rank	National %	Transfer rank	Transfer %
seek vocational couns.						
get a bachelor's degree	4	37.5	1	62.3	2	56.6
drop out temporarily			c	1.7	c	5.1
drop out permanently	c	3.9	a	1.0	c	5.1
transfer to another college						
be satisfied with college	2	43.6	3	53.2	5	36.1
find a job in preferred field	1	71.3	2	59.3	1	66.3
marry while in college						
marry within a year after college						

In summary, the personal behaviors

1. reveal little positive affect on the part of the respondents. CYCC Transfers-in seem rather repressed in their responses: CYCC entering Freshmen seem extremely goal directed, narrow, impersonal. The National sample, meanwhile strikes one as having virtually no fire, no enthusiasm; the responses are reminiscent of what used to be called a "goody-goody".

2. Restriction of the range of options may be responsible for these odd results. No items suggest that students live while they attend college. Only one item deals with social involvement: it concerns fraternities/sororities which many schools, CYCC included, lack. Sports and extracurricular college related activities are absent.

Future Behavior in the Real World

The material discussed in this section is augmented by Table 3. The stimulus used is item 35 (See Appendix A).

While statements about what might be done are always risky, they may provide some valuable insights. This is particularly the case when different groups are being compared with one another.

The CYCC Freshmen expect that they will be very well off financially, be authorities in their fields, help others in difficulty, raise families, and be successful in their own businesses. They do not expect to make theoretical contributions to science, nor to create artistic work, or to write original works, or to achieve in a performing art, or to influence the political structure. They are consistent in their expectations which are materialistic, involve private enterprise, and family. Citizenship concerns stop after extending aid to those in difficulty. There are few, if any, motivations toward contributing to the aesthetic, scientific, or political welfare of mankind at large.

The National sample wants and expects to be authorities in their fields, to help others in difficulty, to develop a philosophy of life, to raise a family, and to be very well off financially. They do not expect to achieve in a performing art, write original works, make theoretical contributions to science, create artistic work, or influence the political structure. This group is slightly more serious than the CYCC Freshman sample in that it considers learning its trade (field) of prime importance, and gives cognizance to developing some framework for its life. It is interesting to note the different position of "be very well off financially" for these two groups, and to speculate on the conditions that probably gave rise to the differential values accorded to money.

Table 3

Objectives Considered to be Essential or Very Important

Student Information Form, 1975

Category	Group					
	CYCC		National		Transfer	
	rank	%	rank	%	rank	%
achieve in a performing art	d	20.9	a	11.7	a	13.6
be an authority in my field	2	71.4	1	69.7	3	70.5
obtain recognition from colleagues						
influence politic structure	e	22.5	e	14.4	d	20.2
influence social values						
raise a family	4	63.5	4	56.6	5	65.9
have admin. resp.						
be very well off financially	1	73.3	5	49.5	4	68.2
help others in difficulty	3	64.5	2	66.0	2	70.8
theoretical contribution to science	a	15.4	c	13.5	e	23.0
writing original works	c	20.0	b	12.1	b	18.1
crating artistic work	b	19.6	d	14.2	c	19.3
be successful in my own business	5	57.7				
be involved in environmental cleanup						
develop philosophy of life			3	64.2		
participation in community action					1	76.8
keep up with political affairs						

Surprisingly, the Transfers-in give as their highest expectation that of participation in a community action program. Their other high expectations are to help others in difficulty, to be authorities in their fields, to be very well off financially, and to raise a family. They do not expect to achieve in a performing art, write original works, create artistic works, influence the political structure, or make theoretical contributions to science.

In summary, then

1. all three groups contain individuals who value their privacy above involvement in endeavors for the benefit of society. They all display limited altruism, relatively strong materialism, and some faith in the future of humanity. These values are derived from responses to helping those in difficulty, desires for lots of money, and the wish to raise a family.

2. The arts, sciences, politics, and performance are going to enter upon a lean, uncreative period, if the responses of these students are typical.

Appendix A

Chart 1 a.

Response Ranges by Groups

Student Information Form, 1975

Groups	Formula per cents			
Table 1	high	- low	=	% points
CYCC	91.5	- 19.1	=	72.4
National	92.2	- 14.2	=	77.3
Transfer	92.0	- 25.0	=	67.0
Table 2				
CYCC	71.3	- 1.9	=	69.4
National	62.3	- 1.0	=	61.3
Transfer	66.3	- 2.4	=	63.9
Table 3				
CYCC	73.3	- 15.4	=	57.9
National	69.7	- 11.7	=	58.0
Transfer	76.8	- 13.6	=	63.2

Chart 1 b.

Stability of Ranges Across Topics

Student Information Form, 1975

Topics	Groups		
	CYCC	National	Transfer
Table 1	72.4	77.3	67.0
Table 2	69.4	61.3	63.9
Table 3	57.9	58.0	63.2

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PLEASE PRINT: YOUR NAME _____ (First / Middle or Maiden / Last)

HOME STREET ADDRESS _____

CITY _____ STATE _____ ZIP CODE _____

When were you born?

Month (01-12) | Day (01-31) | Year

1975 STUDENT INFORMATION FORM

DIRECTIONS

Your responses will be read by an optical mark reader. Your careful observance of these few simple rules will be most appreciated.

- Use only black lead pencil (No. 2 or less).
- Make heavy black marks that fill the circle.
- Erase cleanly any answer you wish to change.
- Make no stray markings of any kind.

EXAMPLE:

Will marks made with ball pen or fountain pen be properly read? Yes . . ○ No . . ●

Dear Student:

The information in this form is being collected as part of a continuing study of higher education conducted jointly by the American Council on Education and the University of California at Los Angeles. Your voluntary participation in this research is being solicited in order to achieve a better understanding of how students are affected by their college experiences. Detailed information on the goals and design of this research program are furnished in research reports available from the Laboratory for Research on Higher Education at UCLA. Identifying information has been requested in order to make subsequent mail follow-up studies possible. Your response will be held in the strictest professional confidence.

Sincerely,

Alexander W. Astin, Director
Cooperative Institutional Research Program

DO NOT MARK IN THIS AREA

MARK IN THIS AREA ONLY IF DIRECTED

GRP. CODE

1. Your sex: Male . . ○ Female . . ○

2. Are you a veteran?
(Mark one) No . . ○ Yes . . ○

3. How old will you be on December 31 of this year? (Mark one)

16 or younger	○	21	○
17	○	22	○
18	○	23-25	○
19	○	26-29	○
20	○	30 or older	○

4. In what year did you graduate from high school? (Mark one)

1975	○	Did not graduate but	
1974	○	passed G.E.D. test	○
1973	○	Never completed	
1972 or earlier	○	high school	○

(Note: Please check that your pencil markings are completely darkening the circles. Do not use pen or make ✓'s or X's. Thank You.)

5. Was your high school program: (Mark one)
College preparatory? . . . . . ○
Other? (For ex., vocational) . . . . . ○

6. What was your average grade in high school? (Mark one)

A or A+	○	B+	○
A-	○	B	○
B-	○	C	○
C+	○	D	○

7. How well do you feel that your high school prepared you in the following areas:

(Mark one in each row)	Very Well	Fairly Well	Poorly
Mathematical skills	○	○	○
Reading and composition	○	○	○
Foreign languages	○	○	○
Science	○	○	○
History, social sciences	○	○	○
Vocational skills	○	○	○
Musical and artistic skills	○	○	○
Study habits	○	○	○

8. Are you enrolled (or enrolling) as a:
(Mark one) Full-time student? . . ○
Part-time student? . . ○

9. Prior to this term, have you ever taken courses for credit at this institution? .
Yes . . . ○ No . . . ○

10. Since leaving high school, have you ever taken courses at any other institution?

(Mark all that apply in each column)	For Credit	Not for Credit
No	○	○
Yes, at a junior or cmty. college	○	○
Yes, at a four-year college or university	○	○
Yes, at some other postsecondary school (For ex., technical, vocational, business)	○	○

11. How many miles is this college from your parents' home? (Mark one)

5 or less	○	51-100	○
6-10	○	101-500	○
11-50	○	More than 500	○

12. How much financial aid are you receiving from this college for this academic year?
(Write in actual dollar amounts; write "0" if none)

Grants . . . . . $ _____
Loans . . . . . $ _____
Work-study . . . . . $ _____

13. If you are receiving financial aid from this institution, what is your understanding as to the basis on which your aid was awarded? (Mark one in each row)

	Major Reason	Minor Reason	Not a Reason
Financial need	○	○	○
Academic talent	○	○	○
Athletic talent	○	○	○
Other special talent	○	○	○

14. Is this college your: (Mark one)
First choice? . . ○ Less than second
Second choice? ○ choice? . . . . ○

15. To how many colleges other than this one did you apply for admission this year? (Mark one)

No other	○	1 . .	○	3 . .	○
	○	2 . .	○	4 . .	○
5	○				
6 or more	○				

Note: If you applied to no other college skip to item 16 in the next page.

16. How many other acceptances did you receive this year? (Mark one)

None	○	1 . .	○	3 . .	○
		2 . .	○	4 . .	○
5	○				
6 or more	○				

17 a. What were the other colleges to which you applied for admission? (If you applied to more than three others, name the three that were most preferred):

	Name of Institution	City, State	b. Were you accepted for admission? Yes	No	c. How much financial aid were you offered for the first year? (Write in actual dollar amounts; write "0" if none was offered) Grants	Loans	Work-Study
1.			○	○	$	$	$
2.			○	○	$	$	$
3.			○	○	$	$	$

18. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below? (Mark one answer for each possible source)

	None	$1–$499	$500–$999	$1,000–$1,999	$2,000–$4,000	Over $4,000
Parental or family aid, or gifts	○	○	○	○	○	○
Grants or Scholarships:						
Basic Educational Opportunity Grant	○	○	○	○	○	○
Supplemental Educational Opportunity Grant	○	○	○	○	○	○
College Work-Study grant	○	○	○	○	○	○
State scholarship or grant	○	○	○	○	○	○
Local or private scholarship or grant	○	○	○	○	○	○
Loans:						
Fed. guaranteed student loan	○	○	○	○	○	○
Natl. direct student loan	○	○	○	○	○	○
Other loan	○	○	○	○	○	○
Full-time work	○	○	○	○	○	○
Part-time or summer work (other than above)	○	○	○	○	○	○
Savings	○	○	○	○	○	○
Spouse	○	○	○	○	○	○
Your G.I. benefits	○	○	○	○	○	○
Your parent's G.I. benefits	○	○	○	○	○	○
Social secur. dependent's benefits	○	○	○	○	○	○
Other	○	○	○	○	○	○

19. What was your total income last year independent of your parents? Consider annual income from all sources before taxes. (Mark one)

None	○	$2,000–$2,999	○
Less than $500	○	$3,000–$4,999	○
$500–$999	○	$5,000–$9,999	○
$1,000–$1,999	○	$10,000 or more	○

20. Are you financially independent of your parents this year? Were you financially independent last year?

	Yes	No		Yes	No
This year	○	○	Last year	○	○

21. Are you: (Mark one)

- Not presently married ○
- Married, living with spouse ○
- Married, not living with spouse ○

22. Have you taken any of the following tests?

(Mark one for each)	Yes	No	Don't Remember
SAT	○	○	○
ACT	○	○	○
PSAT (11th grade)	○	○	○

23. Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here? (Mark one answer for each possible reason)

	Very Important	Somewhat Important	Not Important
My relatives wanted me to come here	V	S	N
I wanted to live away from home	V	S	N
My teacher advised me	V	S	N
This college has a very good academic reputation	V	S	N
I was offered financial assistance	V	S	N
Someone who had been here before advised me to go	V	S	N
This college offers special educational programs	V	S	N
This college has low tuition	V	S	N
My guidance counselor advised me	V	S	N
I wanted to live at home	V	S	N
I could not get a job	V	S	N
A friend suggested attending	V	S	N
A college representative recruited me	V	S	N
It will help me get a better job	V	S	N

24. What is the highest academic degree that you intend to obtain? (Mark one in each column)

	Highest Planned	Highest Planned at this college
None	○	○
Associate (A.A. or equivalent)	○	○
Bachelor's degree (B.A., B.S., etc.)	○	○
Master's degree (M.A., M.S., etc.)	○	○
Ph.D. or Ed.D.	○	○
M.D., D.O., D.D.S., or D.V.M.	○	○
LL.B. or J.D. (Law)	○	○
B.D. or M.Div. (Divinity)	○	○
Other	○	○

25. Where do you plan to live during the fall term? If you had a choice, where would you have preferred to live? (Mark one in each column)

	Plan To Live	Prefer To Live
With parents or relatives	○	○
Other private home, apt. or rm.	○	○
College dormitory	○	○
Fraternity or sorority house	○	○
Other campus student housing	○	○
Other	○	○

26. Are you: (Mark all that apply)

- White/Caucasian ○
- Black/Negro/Afro-American ○
- American Indian ○
- Oriental ○
- Mexican-American/Chicano ○
- Puerto Rican-American ○
- Other ○

27. Do you have any concern about your ability to finance your college education? (Mark one)

- None (I am confident that I will have sufficient funds) ○
- Some concern (but I will probably have enough funds) ○
- Major concern (not sure I will have enough funds to complete college) ○

28. How would you characterize your political views? (Mark one)

- Far left ○
- Liberal ○
- Middle-of-the-road ○
- Conservative ○
- Far right ○

29. What is your best estimate of your parents' total income last year? Consider annual income from all sources before taxes. (Mark one)

Less than $3,000	○	$15,000–19,999	○
$3,000–3,999	○	$20,000–24,999	○
$4,000–5,999	○	$25,000–29,999	○
$6,000–7,999	○	$30,000–34,999	○
$8,000–9,999	○	$35,000–39,999	○
$10,000–12,499	○	$40,000–49,999	○
$12,500–14,999	○	$50,000 or more	○

30. What is the highest level of formal education obtained by your parents? (Mark one in each column)

	Father	Mother
Grammar school or less	○	○
Some high school	○	○
High school graduate	○	○
Postsecondary school other than college	○	○
Some college	○	○
College degree	○	○
Some graduate school	○	○
Graduate degree	○	○

31. What is:

(M) Your mother's current occupation?
(F) Your father's current occupation?
(Y) Your probable future occupation?

(Mark one in each column. If your father or mother is deceased or retired, please indicate his or her last occupation.)

	Y	F	M
Accountant or auditor	Y	F	M
Architect or urban planner	Y	F	M
Artist (painting, sculpture, etc.)	Y	F	M
Business: banker or financier	Y	F	M
Business: buyer or purchasing agent	Y	F	M
Business: manager or administrator	Y	F	M
Business: owner or proprietor	Y	F	M
Business: public relations or advertising	Y	F	M
Business: sales worker	Y	F	M
Carpenter	Y	F	M
Clergy or religious worker	Y	F	M
Clerical worker: secretary, stenographer, typist, or bookkeeper	Y	F	M
Clerical worker: other	Y	F	M
Commercial artist, designer, decorator	Y	F	M
Computer programmer or analyst	Y	F	M
Construction craftsman, n.e.c.*	Y	F	M
Counselor: guidance, family or school	Y	F	M
Dentist (including orthodontist)	Y	F	M
Draftsman	Y	F	M
Driver: truck, taxi or bus	Y	F	M
Electrician	Y	F	M
Engineer	Y	F	M
Factory worker, n.e.c.*	Y	F	M
Farm or ranch laborer	Y	F	M
Farm or ranch owner or manager	Y	F	M
Foreman, n.e.c.*	Y	F	M
Forester, conservationist, fish or wildlife specialist	Y	F	M
Government official, administrator, or politician	Y	F	M
Home economist or dietitian	Y	F	M
Homemaker (full-time)	Y	F	M
Lawyer or judge	Y	F	M
Librarian or archivist	Y	F	M
Laborer (unskilled or semi-skilled)	Y	F	M
Law enforcement officer	Y	F	M
Mathematician, statistician or actuary	Y	F	M
Mechanic, machinist or repairman	Y	F	M
Military (career)	Y	F	M
Nurse	Y	F	M
Optometrist	Y	F	M
Performing artist, musician or entertainer	Y	F	M
Pharmacist or pharmacologist	Y	F	M
Physician or surgeon	Y	F	M
Plumber	Y	F	M
Psychologist (clinician or therapist only)	Y	F	M
Scientific researcher	Y	F	M
Service worker: private household (maid, cook, etc.)	Y	F	M
Service worker: protective (other than law enforcement)	Y	F	M
Service worker: other	Y	F	M
Skilled tradesman, n.e.c.*	Y	F	M
Social, welfare or recreation worker	Y	F	M
Teacher, professor or administrator: college, university	Y	F	M
Teacher or administrator: secondary	Y	F	M
Teacher or administrator: elementary	Y	F	M
Teacher or education specialist: other than above	Y	F	M
Technician or technologist (health)	Y	F	M
Technician or technologist (other)	Y	F	M
Therapist (physical, occupational, speech)	Y	F	M
Veterinarian	Y	F	M
Writer, journalist, interpreter	Y	F	M
Other occupation, n.e.c.*	Y	F	M
Unemployed		F	M
Undecided	Y		

*Not elsewhere classified

Continued in the next column

MAKE SURE YOU HAVE ANSWERED ITEM 32

32. Current religious preference:

(Mark one in each column)

	Yours	Father's	Mother's
Baptist	Y	F	M
Congregational (U.C.C.)	Y	F	M
Eastern Orthodox	Y	F	M
Episcopal	Y	F	M
Jewish	Y	F	M
Latter Day Saints (Mormon)	Y	F	M
Lutheran	Y	F	M
Methodist	Y	F	M
Muslim	Y	F	M
Presbyterian	Y	F	M
Quaker (Society of Friends)	Y	F	M
Roman Catholic	Y	F	M
Seventh Day Adventist	Y	F	M
Unitarian-Universalist	Y	F	M
Other Protestant	Y	F	M
Other Religion	Y	F	M
None	Y	F	M

Social Issues: Table 1

33. Mark one in each row:

(1) Disagree Strongly
(2) Disagree Somewhat
(3) Agree Somewhat
(4) Agree Strongly

	4	3	2	1
The Federal government is not doing enough to control environmental pollution	4	3	2	1
The Federal government is not doing enough to protect the consumer from faulty goods and services	4	3	2	1
State and Fed. governments should provide more money for private colleges and universities	4	3	2	1
The Federal government should help college students with more grants instead of loans	4	3	2	1
There is too much concern in the courts for the rights of criminals	4	3	2	1
People should not obey laws which violate their personal values	4	3	2	1
As long as they work hard, people should be paid equally regardless of ability or quality of work	4	3	2	1
The activities of married women are best confined to the home and family	4	3	2	1
A couple should live together for some time before deciding to get married	4	3	2	1
Parents should be discouraged from having large families	4	3	2	1
If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time	4	3	2	1
Women should receive the same salary and opportunities for advancement as men in comparable positions	4	3	2	1
Wealthy people should pay a larger share of taxes than they do now	4	3	2	1
Marijuana should be legalized	4	3	2	1
Large political campaign contributions from wealthy individuals should be outlawed	4	3	2	1
Realistically, an individual can do little to bring about changes in our society	4	3	2	1
Compared to most older people in their forties and fifties, young people these days are more idealistic	4	3	2	1
Young people these days understand more about sex than most older people	4	3	2	1
College officials have the right to regulate student behavior off campus	4	3	2	1
Faculty promotions should be based in part on student evaluations	4	3	2	1
College grades should be abolished	4	3	2	1
Colleges would be improved if organized sports were de-emphasized	4	3	2	1
Student publications should be cleared by college officials	4	3	2	1
College officials have the right to ban persons with extreme views from speaking on campus	4	3	2	1
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	4	3	2	1
Open admissions (admitting anyone who applies) should be adopted by all publicly supported colleges	4	3	2	1
Even if it employs open admissions, a college should use the same performance standards in awarding degrees to all students	4	3	2	1
The federal government should do more to discourage energy consumption	4	3	2	1
Students have the right to demonstrate to prohibit speakers from coming to campus	4	3	2	1

Future Behavior : Table 3

34 Below is a list of different undergraduate major fields grouped into general categories. Mark only one circle to indicate your probable field of study.

ARTS AND HUMANITIES
- Art, fine and applied ○
- English (language and literature) ○
- History ○
- Journalism ○
- Language and Literature (except English) ○
- Music ○
- Philosophy ○
- Speech and Drama ○
- Theology or Religion ○
- Other Arts and Humanities ○

BIOLOGICAL SCIENCE
- Biology (general) ○
- Biochemistry or Biophysics ○
- Botany ○
- Marine (Life) Science ○
- Microbiology or Bacteriology ○
- Zoology ○
- Other Biological Science ○

BUSINESS
- Accounting ○
- Business Admin. (general) ○
- Finance ○
- Marketing ○
- Management ○
- Secretarial Studies ○
- Other Business ○

EDUCATION
- Business Education ○
- Elementary Education ○
- Music or Art Education ○
- Physical Education or Recreation ○
- Secondary Education ○
- Special Education ○
- Other Education ○

ENGINEERING
- Aeronautical or Astronautical Eng. ○
- Civil Engineering ○
- Chemical Engineering ○
- Electrical or Electronic Engineering ○
- Industrial Engineering ○
- Mechanical Engineering ○
- Other Engineering ○

PHYSICAL SCIENCE
- Astronomy ○
- Atmospheric Science (incl. Meteorology) ○
- Chemistry ○
- Earth Science ○
- Marine Science (incl. Oceanography) ○
- Mathematics ○
- Physics ○
- Statistics ○
- Other Physical Science ○

PROFESSIONAL
- Architecture or Urban Planning ○
- Home Economics ○
- Health Technology (medical, dental, laboratory) ○
- Library or Archival Science ○
- Nursing ○
- Pharmacy ○
- Therapy (occupational, physical, speech) ○
- Other Professional ○

SOCIAL SCIENCE
- Anthropology ○
- Economics ○
- Geography ○
- Political Science (govt., international relations) ○
- Psychology ○
- Social Work ○
- Sociology ○
- Other Social Science ○

TECHNICAL
- Building Trades ○
- Data Processing or Computer Programming ○
- Drafting or Design ○
- Electronics ○
- Mechanics ○
- Other Technical ○

OTHER FIELDS
- Agriculture ○
- Communications (radio, T.V., etc.) ○
- Computer Science ○
- Forestry ○
- Law Enforcement ○
- Military Science ○
- Other Field ○
- Undecided ○

35. Indicate the importance to you personally of each of the following: (Mark one for each item)

(N) Not Important — (S) Somewhat Important — (V) Very Important — (E) Essential

	E	V	S	N
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	E	V	S	N
Becoming an authority in my field	E	V	S	N
Obtaining recognition from my colleagues for contributions to my special field	E	V	S	N
Influencing the political structure	E	V	S	N
Influencing social values	E	V	S	N
Raising a family	E	V	S	N
Having administrative responsibility for the work of others	E	V	S	N
Being very well off financially	E	V	S	N
Helping others who are in difficulty	E	V	S	N
Making a theoretical contribution to science	E	V	S	N
Writing original works (poems, novels, short stories, etc.)	E	V	S	N
Creating artistic work (painting, sculpture, decorating, etc.)	E	V	S	N
Being successful in a business of my own	E	V	S	N
Becoming involved in programs to clean up the environment	E	V	S	N
Developing a meaningful philosophy of life	E	V	S	N
Participating in a community action program	E	V	S	N
Keeping up to date with political affairs	E	V	S	N

Personal Behavior : Table 2

36. What is your best guess as to the chances that you will: (Mark one for each item)

(N) No Chance — (L) Very Little Chance — (S) Some Chance — (V) Very Good Chance

	V	S	L	N
Change major field?	V	S	L	N
Change career choice?	V	S	L	N
Fail one or more courses?	V	S	L	N
Graduate with honors?	V	S	L	N
Be elected to a student office?	V	S	L	N
Join a social fraternity, sorority, or club?	V	S	L	N
Live in a coeducational dorm?	V	S	L	N
Live in a commune while in college?	V	S	L	N
Be elected to an academic honor society?	V	S	L	N
Make at least a "B" average?	V	S	L	N
Need extra time to complete your degree requirements?	V	S	L	N
Need tutoring in some courses	V	S	L	N
Have to work at an outside job during college?	V	S	L	N
Seek vocational counseling?	V	S	L	N
Seek individual counseling on personal problems?	V	S	L	N
Get a bachelor's degree (B.A., B.S., etc.)?	V	S	L	N
Drop out of this college temporarily (exclude transferring)?	V	S	L	N
Drop out permanently (exclude transferring)?	V	S	L	N
Transfer to another college before graduating?	V	S	L	N
Be satisfied with your college?	V	S	L	N
Find a job after graduation in the field for which you were trained?	V	S	L	N
Get married while in college? (skip if married)	V	S	L	N
Get married within a year after college? (skip if married)	V	S	L	N

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The Laboratory for Research on Higher Education at UCLA actively encourages the colleges that participate in this survey to conduct local studies of their student bodies. If these studies involve collecting follow-up data, it is necessary for the institution to know the students' ID numbers so that follow-up data can be linked with the data from this survey. If your college asks for a tape copy of the data and signs an agreement to use it only for research purposes, do we have your permission to include your ID number in such a tape? Yes ○ No ○

37.	A B C D E		42. A B C D E
38.	A B C D E	The remaining circles are provided for items specifically designed by your college rather than by the Laboratory for Research on Higher Education. If your college has chosen to use the circles, observe carefully the supplemental directions given you.	43. A B C D E
39.	A B C D E		44. A B C D E
40.	A B C D E		45. A B C D E
41.	A B C D E	**THANK YOU!**	46. A B C D E

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